North Carolina EXTENDED CONTENT STANDARDS ELA CROSSWALK

North Carolina EXTENDED CONTENT STANDARDS 2017		North Carolina EXTENDED CONTENT STANDARDS 2011	OMITTED AND INTEGRATED STANDARDS
English Language Arts K-12			
Reading Strand: K-12 Standards for Reading define what students should understand and be able to do by the *end of each grade.* Students should demonstrate their proficiency of these standards both orally and through writing. For students to be college and career ready, they must read from a wide range of high-quality, increasingly challenging literary and informational texts. One of the key requirements of the Standards for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. Students should also acquire the habits of reading closely and independently for sustained periods of time. They need to connect prior knowledge and experiences to text. They must also show a steadily growing ability to discern more from and make fuller use of text.		Standards were added, omitted and/or integrated to align with the new K-12 English/Language Arts Standards adopted April 2017 for implementation 2018 – 2019.	
NCECS ELA 2017 Adopted June 2017 for implementation 2018-19			
READING: LITERATURE			
CCR Anchor Standard RL.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
RL.K.1. With guidance and support, identify details in familiar stories.		1. With prompting and support, answer questions about key details in a familiar story.	
RL.1.1. Identify details in familiar stories.		1. With prompting and support, ask and answer questions about key details in a story.	
RL.2.1. Answer who and what, where, questions to demonstrate understanding of details in a familiar text.		1. Answer such questions as who, what, and where to demonstrate understanding of key details in text.	
RL.3.1. Answer who and what questions to demonstrate understanding of details in a familiar text.		1. Answer questions to demonstrate recall of details from text.	
RL.4.1 Use details from the text to recount what the text says.		1. Identify details or examples in a text that explain what the text says explicitly.	
RL.5.1 Identify words in the text that answer a question about explicit information.		1. Select quotes that explain what the text says explicitly.	
RL.6.1 Determine what a text says explicitly as well as what simple inferences must be drawn.		1. Analyze a text to determine events or actions that are stated explicitly and those that must be inferred (e.g., the text reads, *the boy jumped out of bed and ran to school.* Explicit = *boy jumping and running.* Inferred = *got dressed, ate breakfast*).	

RL.7.1 Analyze text to identify where information is explicitly stated and where inferences must be drawn.	1. Analyze a text to determine character traits that are stated explicitly and those that must be inferred (e.g., Explicit = *the girl is strong, pretty and lonely.* Inferred = *brave and persistent*).	
RL.8.1. Cite text to support inferences from stories and poems.	1. Select quotes that best support an inference drawn from a text (e.g., Teacher provides an inference drawn from the text and student identifies quotes that support it).	
RL.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.	1. Determine which quotes best demonstrate the meaning of the text or an inference drawn from a text (e.g., teacher provides an inference drawn from the text and student determines one or more quotes that support it).	
RL.11-12.1. Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings.	1. Determine which quotes best demonstrate the explicit meaning or an inference drawn from the text (e.g., teacher provides an inference drawn from the text and student determines one or more quotes that support it).	
CCR Anchor Standard RL.2 –Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas		
RL.K.2 With guidance and support, identify key details in familiar stories.	2. With prompting and support, identify key details in a familiar story.	
RL.1.2 With guidance and support, recount key details in familiar stories.	2. With prompting and support, identify key details in a story.	
RL.2.2 Recount events from familiar stories from diverse cultures.	2. Listen to stories, including fables and folktales from diverse cultures, and identify one or more ways that the story relates to or connects with self (e.g., *Are you more like the tortoise or the hare?*).	
RL.3.2 Associate details with events in stories from diverse cultures.	2. Listen to stories, including fables and folktales from diverse cultures, and identify key events.	
RL.4.2 Identify the theme of a familiar story, drama or poem.	2. Identify appropriate titles of a story, drama or poem.	
RL.5.2 Identify the theme of a story, drama or poem.	2. Identify the problem in a story, drama, or poem.	
RL.6.2 Identify details in a text that are related to the theme.	2. Determine the theme or central idea of a text.	
RL.7.2 Identify events in a text that are related to the theme.	2. Determine the theme or central idea of a text, and identify the characters and setting.	
RL.8.2 Recount an event related to the theme, including details about character and setting.	2. Determine the theme or central idea of a text and select details that relate to it.	
RL.9-10.2 Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.	2. Determine the theme or central idea of the text and select details that relate to it; recount the text.	
RL.11-12.2 Recount the main events of the text which are related to the theme or central idea.	2. Determine the theme or central idea of a text and select details that show how it is conveyed in the text; recount the text.	

CCR Anchor Standard RL.3 –Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		
RL.K.3 With guidance and support, identify characters and settings in a familiar story.	3. With prompting and support, identify characters in a familiar story.	
RL.1.3 Identify characters and settings in a familiar story.	3. With prompting and support, identify characters in a story.	
RL.2.3 Identify the actions of the characters in a story.	3. Identify words that describe the characters in a story.	
RL.3.3 Identify the feeling of characters in a story	3. Identify the feeling of characters in a story.	
RL.4.3 Use details from the text to describe characters in the story.	3. Identify words that describe characters, settings or events in a story or drama.	
RL.5.3 Compare two characters in a familiar story.	3. Compare two or more characters or events in a story or drama, using specific details in the text (e.g., both characters are boys).	
RL.6.3 Identify how a character responds to a challenge in a story.	3. Describe the ways that characters respond to a problem or event in a story.	
RL.7.3 Determine how two or more story elements are related.	3. Determine how two or more events in a story are related (e.g., *The cupboard was empty when they looked so they went shopping* .).	
RL.8.3 Identify which incidents in a story or drama lead to subsequent action.	3. Determine which incidents in a story lead to a subsequent action or decision (e.g., The storm led the main characters to take cover).	
RL.9-10.3 Determine how characters change or develop over the course of a text.	3. Determine how characters change or develop over the course of a text.	
RL.11-12.3 Determine how characters, the setting or events change over the course of the text.	3. Determine how characters change and develop over the course of the text.	
CCR Anchor Standard RL.4: Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.		
RL.K.4 With guidance and support, identify feeling words within a familiar story.	4. With prompting and support, ask a reader about unknown words in a text.	
RL.1.4 With guidance and support, identify sensory or feeling words in a familiar story.	4. With pre-teaching and support, identify emotion words or phrases that suggest emotions in stories or poems.	
RL.2.4 Use rhyming or repetition to identify words that meaningfully complete a line in a familiar story, poem, or song.	4. Identify words to complete lines of stories, poems, or songs with rhyme, rhythm, and repetition.	
RL.3.4 Determine words and phrases that complete sentences in a text.	4. Identify key words that complete literal sentences in a text (e.g., Jack climbed up the _____. *<tree, beanstalk, ladder >*).	
RL.4.4 Determine the meaning of words in a text.	4. Identify meaningful words, phrases or features in a text that are similar to those used in another text (e.g., characters in two separate texts are described in the same way; or the rhyme and rhythm of two texts are similar).	
RL.5.4 Determine the meaning of words and phrases as they are used in a text.	4. Determine the literal meaning of words and phrases as they are used in a text.	

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RL.6.4 Determine how different words could change the meaning of a text.	4. Determine the meaning of simple idioms and figures of speech as they are used in a text.	
RL.7.4 Determine the meaning of words and phrases as they are used in a text; determine how different word choices would change the meaning.	4. Use rhyme and other repetition of sounds in a text to support reading for meaning (e.g., determine from an array an upcoming word or phrase based on the pattern established by the author).	
RL.8.4 Determine the meaning of words and phrases as they are used in a text; determine how different word choices would change the meaning.	4. Determine the meaning of words and phrases as they are used in a text, including simple analogies.	
RL.9-10.4 Determine the meaning of words and phrases as they are used in text; analyze word choices and the impact on meaning.	4. Determine the meaning of words and phrases as they are used in a text, including common analogies, idioms and figures of speech.	
RL.11-12.4 Determine the intended meaning of multi-meaning words in a text.	4. Determine the meaning of words and phrases as they are used in a text, including common analogies, idioms and figures of speech; compare and contrast different word choices and their impact on meaning and tone.	
CCR Anchor Standard RL.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
RL.K.5 With guidance and support, recognize familiar texts.	5. Recognize familiar texts (e.g., storybooks, poems).	
RL.1.5 With guidance and support, identify a text as telling a story.	5. Identify stories and information texts on the same topic (e.g., a story about a bunny and an information book about rabbits).	
RL.2.5 Determine the beginning and ending of a familiar story with a logical order.	5. Sequence three parts of a story representing the beginning, middle and end.	
RL.3.5 Determine the beginning, middle, and end of a familiar story in order.	5. Identify the beginning, middle and end of a story with a linear sequence.	
RL.4.5 Identify elements that are characteristics of stories.	5. Identify texts as poems, drama, and prose.	
RL.5.5 Identify how a series of events fit together to create a particular story.	5. Demonstrate understanding of an author's use of structure by continuing a story or poem using the same structure (e.g., *Then the big bad wolf went to the house that the pig made of steel and said, "I'll huff and I'll puff."*)	
RL.6.5 Determine the structure of a text.	5. Determine how a particular word, phrase or sentence fits into the overall structure of a text and contributes to its meaning.	
RL.7.5 Differentiate between a poem and other types of text.	5. Determine whether a text is a story, drama, or poem.	
RL.8.5 Compare the structure of two or more texts.	5. Compare and contrast the structure of a story to a drama or poem on the same topic.	
RL.9-10.5 Order events in a story that appear in a chronological order.	5. Determine the actual sequence of events in a story or drama that has a manipulated sequence (e.g., flashbacks).	
RL.11-12.5 Determine how the author's choice of where to end the story contributes to the meaning.	5. Determine how an author's choices concerning the structure of a text (e.g., sequence, where to begin or end a story, choice of details to emphasize) contributes to its meaning.	

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CCR Anchor Standard RL.6 Assess how point of view, perspective, or purpose shapes the content and style of a text.		
RL.K.6 With guidance and support, distinguish between words and illustrations in a story.	6. With prompting and support, identify the print as the part of the page to be read (e.g., *Show me where I start reading.*).	
RL.1.6 With guidance and support, identify the speaker in a familiar story.	6. Identify which character is telling the story.	
RL.2.6 Identify the speakers in a dialogue.	6. Identify which character is speaking in appropriate parts of familiar stories (e.g., Who is saying, *I'll huff and I'll puff and I'll blow your house down?*).	
RL.3.6 Identify personal point of view about a text.	6. Identify whether or not a story has a narrator.	
RL.4.6 Identify the narrator of a story with first person narration.	6. Identify the narrator of a text.	
RL.5.6. Determine the point of view of the narrator.	6. Identify words that describe the narrator or speaker in a story.	
RL.6.6 Identify words or phrases in the text that describe what the narrator or speaker is thinking or feeling.	6. Identify words that describe what the narrator or speaker in a story is thinking or feeling.	
RL.7.6 Compare the points of view of two or more characters or narrators in a text.	6. Determine what words an author uses to contrast characters in a text.	
RL.8.6 Determine the difference in the points of view of a character and the audience or reader in a text with suspense or humor.	6. Compare the point of view of a character and the audience or reader in a text with suspense or humor (e.g., the story is funny because the character is interpreting information literally while the reader knows the words have other meanings).	
RL.9-10.6 Determine a point of view or cultural experience in a work of literature from outside the United States and compare it with own point of view or experience.	6. Compare and contrast the experiences of characters in story or drama from outside the United States with personal experience.	
RL.11-12.6 Determine the point of view when there is a difference between the author's actual language and intended meaning.	6. Compare and contrast the point of view of the narrator or characters when figurative language is interpreted as intended or literally.	
CCR Anchor Standard RL.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.		
RL.K.7 With guidance and support, identify illustrations or objects/tactual information that go with a familiar story.	7. With prompting and support, match illustrations with parts of familiar stories.	
RL.1.7 Identify illustrations or objects/tactual information that go with a familiar story.	7. With prompting and support, identify illustrations or details to describe characters or events in a story.	
RL.2.7 Identify illustrations or objects/tactual information in print or digital text that depict characters.	7. Identify illustrations or words in a print or digital text that describe or show the characters.	
RL.3.7 Identify parts of illustrations or tactual information that depicts a particular setting or event.	7. Identify words that describe story characters as depicted in images or illustrations from the text.	

RL.4.7 Compare the text representation of a story to a visual, tactual, or oral version of the same story.	7. Use text and illustrations to understand a story.
	    a. Match text with appropriate illustrations from a story.
	    b. Identify details that exist in the illustrations that do not appear in the text of a story.
	    c. Identify details that exist in the text that do not appear in the illustrations.	

RL.5.7 Identify illustrations, tactual, or multimedia elements that add to understanding of a text.	7. Identify visual or multimedia elements that contribute to the meaning of a text.	
RL.6.7 Compare the experience of reading or listening to a written story, drama or poem with the experience of watching video or live performance of the same text.	7. Compare a video or enacted version of a story, poem or drama to a text-based version of the same story, poem, or drama.	
RL.7.7 Compare a text version of a story or poem with a video or live version of the same text.	7. Compare and contrast a video or enacted version of a story, poem or drama to a text-based version of the same story, poem, or drama.	
RL.8.7 Compare a text version of a story or drama with a video or live version of the same text.	7. Compare and contrast a filmed or live production of a story or drama with its text or script and determine how the acting influences meaning (e.g., the main character makes the role funny when the words alone are serious).	
RL.9-10.7 Compare the representation of a subject or topic in two different artistic mediums.	7. Analyze the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration) and determine what is present and absent in each.	
RL.11-12.7 Compare two or more interpretations of a story, drama, or poem.	7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), comparing and contrasting how each version interprets the source text.	
CCR Anchor Standard RL.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		
K-12 Not applicable to literature	8. (Not applicable to literature)	
CCR Anchor Standard RL.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
RL.K.9 With guidance and support, identify the experiences of a character in a familiar story.	9. With prompting and support, match similar experiences of characters in familiar stories (e.g., both eating, both going to a store).	
RL.1.9 With guidance and support, identify experiences of characters in familiar stories as same or different.	9. With prompting and support, identify experiences of characters in familiar stories as same or different (e.g., both characters are shopping, one goes to grocery store and the other goes to a pet store).	
RL.2.9 Identify similarities between two versions of the same story.	9. Identify two or more books by the same author and/or illustrator.	
RL.3.9 Identify common elements in two stories in a series.	9. Identify ways that two stories with similar characters are the same (e.g., both stories take place at a school).	

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RL.4.9 Compare characters, settings, or events in stories, myths, or texts from different cultures.	9. Compare characters or events, in stories, myths, and traditional literature from different cultures.	
RL.5.9 Compare stories with similar topics or themes.	9. Compare and contrast two books on the same topic or theme.	
RL.6.9 Compare texts with similar topics or themes.	9. Compare two stories, poems, or dramas on similar themes or topics.	
RL.7.9 Compare a fictional character in a text with the same character portrayed in a historical account.	9. Compare a fictional portrayal of a time, place, or character with an historical account of the same time, place or character.	
RL.8.9 Compare themes, patterns of events, and characters across two or more stories or dramas.	9. Compare and contrast themes, patterns of events or characters across two or more stories or dramas.	
RL.9-10.9 Identify when an author draws upon or references a different text.	9. Determine how an author has drawn upon or included references to another text (e.g., book 3 in a series draws on information from 1 and 2; one author draws upon another author's text).	
RL.11-12.9 Compare themes and topics of two or more texts from the same period by different authors.	9. Determine explicit understanding of accounts of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature.	
CCR Anchor Standard RL.10: Read and comprehend complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.		
RL.K.10 Actively engage in group reading activities.	10. Actively engage in group reading activities for a clearly stated purpose (e.g., *Listen while I read so you can tell me your favorite part*).	
RL.1.10 Actively engage in group reading activities for a clearly stated purpose.	10. Actively engage in group reading of prose and poetry for a clearly stated purpose (e.g., *Listen while I read so you can tell me what the characters did that was the same*).	
RL.2.10 Actively engage in group reading for the purpose of connecting prior knowledge and experiences to text	10. Actively engage in group reading of stories and poetry for a clearly stated purpose (e.g., Listen while I read so you can tell me words that describe the main character).	
RL.3.10 Actively engage in reading for the purpose of connecting prior knowledge and experiences to text for sustained periods of time.	10. Demonstrate understanding of text while actively engaging in group reading of stories, dramas, and poetry for a clearly stated purpose (e.g., *Read or listen to identify how the characters are feeling*).	
RL.4.10 Actively engage in reading for the purpose of connecting prior knowledge and experiences to text for sustained periods of time.	10. Demonstrate understanding of text while actively engaging in group reading of stories, dramas, and poetry for a clearly stated purpose (e.g., *Read or listen to a story to identify the narrator. Read or listen to a story to compare the main characters*.).	
RL.5.10 Actively engage in reading for the purpose of connecting prior knowledge and experiences to text for sustained periods of time.	10. Demonstrate understanding of text while actively engaging in group reading of stories, dramas, and poetry for clearly stated purposes (e.g., *Read/listen to the text to compare it with the text we read yesterday. Read/listen to the text to identify words that describe the narrator*).	

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RL.6.10 Actively engage in reading for the purpose of connecting prior knowledge and experiences to text for sustained periods of time.	10. Demonstrate understanding of text while actively engaging in reading and listening to stories, dramas, and poetry for clearly stated purposes (e.g., Read or listen to the poem to compare it with the poem we read yesterday. Read or listen to the text to identify words that describe what the narrator is thinking.).	
RL.7.10 Actively engage in reading for the purpose of connecting prior knowledge and experiences to text for sustained periods of time.	10. Demonstrate understanding of text while actively engaged in reading and listening to stories, dramas, and poetry for clearly stated purposes (e.g., *Read or listen to the story to compare it with the video we watched. Read or listen to the text to determine how the two main events are related.*).	
RL.8.10 Actively engage in reading for the purpose of connecting prior knowledge and experiences to text for sustained periods of time.	10. Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poems for clearly stated purposes (e.g., Read or listen to the story to select quotes that best reflect the theme. Read or listen to the story to determine why it is humorous).	
RL.9-10.10 Actively engage in reading for the purpose of connecting prior knowledge and experiences to text for sustained periods of time.	10. Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poems for clearly stated purposes (e.g., Read or listen to this text to determine how the main character changes over time. Read or listen to this text to determine how the author has drawn upon the text we read last week).	
RL.11-12.10 Actively engage in reading for the purpose of connecting prior knowledge and experiences to text for sustained periods of time.	10. Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poems for clearly stated purposes (e.g., Read or listen to the text to determine how the sequence influences the meaning; Read or listen to this text to decide how the character changes during the story).	

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READING: INFORMATIONAL TEXT		
CCR Anchor Standard RI.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
RI.K.1 With guidance and support, identify a detail in a familiar text.	1. With prompting and support, answer questions about key details in a familiar text.	
RI.1.1 Identify details in familiar text.	1. With prompting and support, ask and answer questions about key details in a text.	
RI.2.1 Answer who and what, where questions to demonstrate understanding of details in a familiar text.	1. Answer such questions as who, what, and where to demonstrate understanding of key details in a text.	
RI.3.1 Answer who and what, where, questions to demonstrate understanding of details in a text.	1. Answer questions to demonstrate recall of information from text.	
RI.4.1 Identify explicit details in an informational text.	1. Determine details or examples in a text that help explain what the text says explicitly.	
RI.5.1 Identify words in the text to answer a question about explicit information.	1. Select quotes that explain what the text says explicitly.	
RI.6.1 Analyze a text to determine what it says explicitly as well as what inferences should be drawn.	1. Analyze a text to determine events or actions that are stated explicitly and those that must be inferred (e.g., Explicit = *Add one egg.* Inferred = *Use raw egg, crack it open)* .	
RI.7.1 Analyze text to identify where information is explicitly stated and where inferences must be drawn.	1. Analyze a text to determine which ideas are explicitly stated and those that must be inferred (e.g., Explicit = *Animals eat plants to live.* Inferred = *some things die so other things can live*).	
RI.8.1 Cite text to support inferences from informational text.	1. Select quotes that best support an inference drawn from a text (e.g., Teacher provides an inference drawn from the text and student identifies quotes that support it).	
RI.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferentially.	1. Determine which quotes best demonstrate the meaning of the text or an inference drawn from a text (e.g., Teacher provides an inference drawn from the text and student determines one or more quotes that support it).	
RI.11-12.1 Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding.	1. Determine which quotes best demonstrate the explicit meaning or an inference drawn from the text (e.g., teacher provides an inference drawn from the text and student determines one or more quotes that support it).	

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CCR Anchor Standard RI.2 – Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
RI.K.2 With guidance and support, identify the main topic of a familiar text.	2. With prompting and support, identify key details in familiar text.	
RI.1.2 Identify the main topic and retell key details of a text.	2. With prompting and support, identify key details related to the topic of the text.	
RI.2.2 identify the main topic of text.	2. Listen to text to identify the topic of a text or a portion of the text (e.g., "Which word best tells what this book is about?")	
RI.3.2 Identify the main topic and retell key details of a text.	2. Listen to a text to identify key details.	
RI.4.2 Identify the main idea of a text when it is explicitly stated.	2. Identify appropriate titles for a text.	
RI.5.2 Identify the main idea of a text when it is not explicitly stated.	2. Determine the topic of a text and identify key details that relate to it.	
RI.6.2 Determine the central idea of a passage; details or facts related to it.	2. Determine the theme or central idea of a text.	
RI.7.2 Determine two or more central ideas in a text.	2. Determine two or more central ideas in a text.	
RI.8.2 Determine the theme or central idea of a text and select details that relate to it.	2. Determine the theme or central idea of a text and select details that relate to it.	
RI.9-10.2 Determine the central idea of the text and select details that relate to it; recount the text.	2. Determine the theme or central idea of the text and select details that relate to it; recount the text.	
RI.11-12.2 Determine the central idea of a text and select details that show how it is conveyed in the text; recount the text.	2. Determine the theme or central idea of a text and select details that show how it is conveyed in the text; recount the text.	
CCR Anchor Standard RI.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		
RI.K.3 With guidance and support, identify individuals, events, or ideas in a familiar informational text.	3. With prompting and support, identify individuals, events or ideas in a familiar text.	
RI.1.3 Identify individuals, events, or details in a familiar informational text.	3. With prompting and support, identify words that describe individuals, events or ideas in a text (e.g., Which of these words describe the…?).	
RI.2.3 Identify individuals, events, or details in an informational text.	3. Listen to written procedures or directions to identify what to do first and next.	
RI.3.3 Order two events from a text as "first" and "next.	3. Identify first and last steps in a set of directions or a series of events in a written recount of the past.	
RI.4.3 Identify an explicit detail that is related to an individual, event, or idea in a historical, scientific, or technical text.	3. Sequence the steps in a set of directions or the series of events in a written recount of a past event.	
RI.5.3 Compare two individuals, events, or ideas in an informational text.	3. Compare two or more individuals, events, or concepts in a historical, scientific, or technical text (e.g., hurricanes and tornados are both severe storms, dangerous, related to weather).	
RI.6.3 Identify information in the text that provides details about individuals, events, or ideas introduced in the text.	3. Identify examples and anecdotes that relate to key individuals, events, or ideas in a text.	
RI.7.3 Determine how two individuals, events, or ideas in a text are related.	3. Determine how two or more events in a text are related (e.g., *the severe storm flooded the town so they had to rescue the people in boats* .).	

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RI.8.3 Sequence events in the order they were presented in the text.	3. Compare and contrast key individuals, ideas or events in a text.	
RI.9-10.3 Determine connections between individuals, ideas, or events in a text.	3. Determine how ideas or events in a text are related.	
RI.11-12.3 Determine how individuals, ideas, or events change over the course of the text.	3. Analyze specific individuals, ideas, or events and determine how they interact over the course of the text.	
CCR Anchor Standard RI.4: Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.		
RI.K.4 With guidance and support, answer what questions about words in a familiar text.	4. With prompting and support, ask a reader about unknown words in a text.	
RI.1.4 With guidance and support, ask a reader to clarify the meaning of words in a text.	4. With prompting and support, ask a reader to clarify the meaning of words in a text.	
RI.2.4 Identify words that relate to the topic of a text.	4. Identify words that relate to the topic of a text (e.g., "Which words are about frogs?").	
RI.3.4 Identify key words that complete sentences in a text.	4. Identify key words from the text that complete sentences in a text (e.g., The hill made the object move < *faster, slower, straighter* >).	
RI.4.4 Determine meaning of words in text.	4. Complete sentences with academic and domain-specific words or phrases in a text that relate to a grade 4 topic or subject area (e.g., He used a <*thermometer* > to measure the temperature.).	
RI.5.4 Determine the meanings of domain-specific words and phrases.	4. Complete sentences with general academic and domain-specific words and phrases that relate to a grade 5 topic or subject area (e.g., Thunderstorms have thunder, lightning, and strong winds*.*).	
RI.6.4 Determine how word choice changes the meaning of a text.	4. Determine the meaning of simple idioms and figures of speech as they are used in a text.	
RI.7.4 Determine how words or phrases are used to persuade or inform a text.	4. Determine the meaning of simple idioms and figures of speech as they are used in a text.	
RI.8.4 Determine the meaning of words and phrases as they are used in a text; determine how different word choices would change the meaning.	4. Determine the meaning of words and phrases as they are used in text, including simple analogies.	
RI.9-10.4 Determine the meaning of words and phrases as they are used in text; analyze word choices and the impact on meaning.	4. Determine the meaning of words and phrases as they are used in a text, including common analogies, idioms and figures of speech.	
RI.11-12.4 Determine the meaning of words and phrases as they are used in a text; determine how the author uses a key term over the course of a text	4. Determine the meaning of words and phrases as they are used in a text, including common analogies, idioms, and figures of speech; determine how the author uses a key term over the course of a text.	

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CCR Anchor Standard RI.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
RI.K.5 With guidance and support, identify the front cover of the book.	5. Identify the front cover of the book.	
RI.1.5 With guidance and support, identify various text features such as print, pictures, and titles.	5. With prompting and support, locate key facts or information in a text.	
RI.2.5 Locate key facts or information in a familiar text.	5. Locate key facts or information in a familiar text.	
RI.3.5 Locate key facts or information in a familiar text.	5. Identify key words in a text that relate to a topic.	
RI.4.5 During reading, identify elements such as events, ideas, or topics that are characteristic of informational text.	5. Determine whether a text is about a topic or an event.	
RI.5.5 Determine if a text tells about events, gives directions, or provides information on a topic.	5. Determine the chronology, comparison, cause/effect, or problem/solution presented in a text.	
RI.6.5 Determine how the title fits the structure of the text.	5. Determine how a particular word, phrase or sentence fits into the overall structure of a text.	
RI.7.5 Determine how a fact, step, or event fits into the overall structure of the text.	5. Determine how headings, key words, and key phrases relate to the topic of a text.	
RI.8.5 Locate the topic sentence and supporting details in a paragraph.	5. Determine the topic sentence in a paragraph.	
RI.9-10.5 Locate sentences that support an author's central idea or claim.	5. Determine which sentences or paragraphs relate to the ideas or claims that an author has made (e.g., Read or listen to the text to tell me which sentences tell about the author's belief that we need better recycling programs).	
RI.11-12.5 Determine whether the structure of a text enhances an author's claim.	5. Determine how an author's choices concerning the structure of a text (e.g., sequence, point to emphasize, amount of evidence to provide) contribute to its meaning.	
CCR Anchor Standard RI.6: Assess how point of view, perspective, or purpose shapes the content and style of a text.		
RI.K.6 With guidance and support, distinguish between words and illustrations in a familiar informational text.	6. With prompting and support, identify the print as the part of the page to be read (e.g., *Show me where I start reading.*).	
RI.1.6 Distinguish between words and illustrations in a familiar information text.	6. Match illustrations or pictures with information provided in a text.	
RI.2.6 Identify the purpose of the author and the illustrator.	6. Identify the topic of a text.	
RI.3.6 Identify personal point of view about a text.	6. Identify key points in a text that reflect own point of view (e.g., in a text about the World Cup, soccer is described as the most popular sport in Europe and student identifies it as his/her own favorite sport).	
RI.4.6 Compare own experience with a written account of the same experience.	6. Identify similarities between own experience and a written account of the same experience or event.	
RI.5.6 Compare two texts on the same topic.	6. Compare and contrast two written accounts of the same experience or event.	
RI.6.6 Determine an author's purpose or point of view.	6. Determine the purpose of a text.	

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RI.7.6 Identify words or phrases in the text that describe or show the author's point of view.	6. Compare the purpose of two or more texts on the same topic.	
RI.8.6 Determine an author's purpose or point of view and identify examples from text that describe or support it.	6. Compare the purpose of two or more texts on the same topic and identify conflicting evidence or information.	
RI.9-10.6 Determine author's point of view and compare with own point of view.	6. Determine which sentences and paragraphs in a text reflect an author's point of view or purpose.	
RI.11-12.6 Determine author's point of view and compare and contrast it with own point of view.	6. Determine an author's purpose in choosing to use rhetoric when writing a text.	
CCR Anchor Standard RI.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.		
RI.K.7 With guidance and support, identify illustrations or objects/tactual information that go with a familiar text.	7. With prompting and support, match illustrations with parts of familiar text.	
RI.1.7 Identify illustrations or objects/tactual information that go with a familiar text.	7. With prompting and support, match illustrations or details in a text with its key ideas.	
RI.2.7 Identify images, objects, or tactuals that illustrate key ideas in a text.	7. Identify images (e.g., pictures and illustrations) that relate to a text.	
RI.3.7 Use information gained from illustrations and the words in a text to answer who and what questions.	7. Use information gained from visual elements and the words in a text (read or heard) to answer factual questions (e.g., who , what, where, when, and how).	
RI.4.7 Answer questions about information presented visually, orally, or quantitatively.	7. Answer factual questions about information presented graphically or visually presented in a text.	
RI.5.7 Locate information in print or digital sources.	7. Locate information or the answer to a question in a text (e.g., *Read/listen to the text to find how the animal adapts.)*	
RI.6.7 Find similarities across information presented in different formats.	7. Find similarities across information presented in different formats (e.g., print or digital text, video, multimedia).	
RI.7.7 Compare a text to an audio, video, or multimedia version of the same text.	7. Determine how understanding shifts when reading a text versus experiencing an audio, video, or multimedia version of it (e.g., *Read to list words that describe the main character then add to or revise the resulting list of words after watching a video portrayal of the same text.*).	
RI.8.7 Determine whether a topic is best presented as audio, video, multimedia, or text.	7. Determine the advantages of using print (or digital text), video, or multimedia to present information on a topic or idea.	
RI.9-10.7 Analyze two accounts of a subject told in different mediums to compare and contrast them.	7. Analyze various accounts of a subject told in two different artistic mediums (e.g., a person's life story in print and multimedia) and determine what is present and absent in each.	
RI.11-12.7 Analyze information presented in different media on related topics to answer questions or solve problems.	7. Analyze information presented in different media or formats (e.g., print, visual, auditory) to answer questions or solve problems.	

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CCR Anchor Standard RI.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		
RI.K.8 Begins in grade 1.	8. With prompting and support, match key information from the text with the topic of the same text (e.g., in a text about trees, match words and pictures of leaves, trunk, and branch to a picture of a tree).	
RI.1.8 With guidance and support, identify points the author makes in a familiar informational text.	8. Match key information from the text with the topic of the same text.	
RI.2.8 Identify points an author makes in a familiar informational text.	8. Identify specific points an author makes in a text (e.g., *Listen to tell me which of these sentences were in the text* .).	
RI.3.8 Identify two related points an author makes in a familiar informational text.	8. Describe the logical connection between information in a text (e.g., first/then, first/second/third in a sequence, compare big/little, hot/cold).	
RI.4.8 Identify one or more details supporting a specific point in an informational text.	8. Identify evidence (details and examples) that support particular points in a text.	
RI.5.8 Identify details and examples that supports specific points in a text.	8. Determine which evidence (details and examples) supports which points in a text (e.g., In a text about animal habitats and adaptations, determine which details and examples support the point that habitats are important and which support the point that adaptations change over time.).	
RI.6.8 Determine claims in a text that are and are not supported by reasons or evidence.	8. Determine whether claims in a text are fact or opinion.	
RI.7.8 Analyze text to identify evidence that supports claims made in the text.	8. Analyze a text to identify reasons or evidence which support claims in a text.	
RI.8.8 Identify the argument in a text and claims that support it.	8. Determine whether claims in a text are fact or opinion and identify reasoning or evidence to support facts.	
RI.9-10.8 Analyze the argument or specific claims in a text and determine what evidence is provided to support them.	8. Analyze the argument or specific claims and determine what evidence is provided to support them.	
RI.11-12.8 Demonstrate understandings of claims and arguments in works of public advocacy.	8. Demonstrate understandings of claims and arguments in works of public advocacy presented in print, video, or recounted formats.	
CCR Anchor Standard RI.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
RI.K.9 With guidance and support, identify something that is the same about two familiar texts on the same topic.	9. With prompting and support, match similar parts of two texts on the same topic (e.g., match illustrations that show similar objects or items; match steps in directions).	
RI.1.9 With guidance and support, compare two familiar texts on the same topic.	9. Match similar parts of two texts on the same topic (e.g., match illustrations that show similar objects or items; match steps in directions).	
RI.2.9 Identify a common element between two texts on the same topic.	9. Identify two texts on the same topic.	
RI.3.9 Identify a common element between two familiar texts on the same topic.	9. Identify similar details in two texts of the same topic.	

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RI.4.9 Compare details presented in two texts on the same topic.	9. Compare and contrast two texts on the same topic.
RI.5.9 Compare details presented in three or more texts on the same topic.	9. Compare and contrast several texts on the same topic.
RI.6.9 Compare how two texts describe the same event.	9. Compare two texts about similar events.
RI.7.9 Compare the information presented in texts by different authors on the same topic.	9. Compare and contrast the key information provided by authors of two different texts on the same topic.
RI.8.9 Identify ways that two authors writing about the same topic disagree or present conflicting information.	9. Evaluate the key information provided by authors of two different texts on the same topic and determine if they agree or disagree on each point.
RI.9-10.9 Make connections between texts with related themes and concepts.	9. Analyze accounts of U.S. documents and historical and literary significance and determine what themes are addressed in each.
RI.11-12.9 Compare and contrast the arguments made by authors of two different texts on the same topic.	9. Determine the purpose of seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, and the Bill of Rights) presented in print, video, audio, or recounted formats.
CR Anchor Standard RI.10: Read and comprehend complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.	
RI.K.10 Actively engage in group reading of informational text.	10. Actively engage in group reading activities for a clearly stated purpose (e.g., *Listen to the story so you can tell me who the main characters are*).
RI.1.10 Actively engage in group reading of information text for a clearly stated purpose.	10. Actively engage in group reading of informational text for a clearly stated purpose (e.g., Listen while I read so you can tell me who this text is about.).
RI.2.10 Actively engage in group reading of information text for the purpose of connecting prior knowledge and experiences to text.	10. Actively engage in group reading of history/social studies, science, and technical texts for clearly stated purpose (e.g., Listen while I read so you can tell me what we need to do first.).
RI.3.10 Actively engage in reading of information text for sustained periods of time for the purpose of connecting prior knowledge and experiences to text.	10. Demonstrate understanding of text while actively engaging in group reading of historical/scientific and technical text for a clearly stated purpose (e.g., Read or listen to put the events in order, Read or listen to determine which is biggest).
RI.4.10 Actively engage in reading of information text for sustained periods of time for the purpose of connecting prior knowledge and experiences to text.	10. Demonstrate understanding of text while actively engaged in group reading of historical, scientific, and technical texts for clearly stated purposes (e.g., Read or listen to a text to find similarities. Read or listen to a text to determine which is most important).
RI.5.10 Actively engage in the reading of informational text for a clearly stated purpose and sustained periods of time. Connect prior knowledge and experiences to text.	10. Demonstrate understanding of text while actively engaged in group reading of historical, scientific, and technical texts for clearly stated purposes (e.g., Read or listen to the text to find out three facts about bears. Read or listen to the text to compare what it says about animals to what we learned about animals yesterday.)

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RI.6.10 Actively engage in reading of information text for sustained periods of time for the purpose of connecting prior knowledge and experiences to text.	10. Demonstrate understanding of text while actively engaged in reading or listening to historical, scientific, and technical texts for clearly stated purposes (e.g., Read or listen to the text to compare what it says about the city to what we learned about the city yesterday.)	
RI.7.10 Actively engage in reading of information text for sustained periods of time for the purpose of connecting prior knowledge and experiences to text.	10. Demonstrate understanding of text while actively engaged in reading or listening to literary non-fiction for clearly stated purposes (e.g., Read or listen to determine if the claims are fact or opinion.)	
RI.8.10 Actively engage in reading of information text for sustained periods of time for the purpose of connecting prior knowledge and experiences to text.	10. Demonstrate understanding of text while actively engaged in reading or listening to literary non-fiction for clearly stated purposes (e.g., Read or listen to identify information that conflicts with the information we learned yesterday).	
RI.9-10.10 Actively engage in reading of information text for sustained periods of time for the purpose of connecting prior knowledge and experiences to text.	10. Demonstrate understanding of text while actively engaged in reading or listening to literary non-fiction for clearly stated purposes (e.g., Read or listen to the text to determine what it tells us about the man's life that we did not learn in the video).	
RI.11-12.10 Actively engage in reading of information text for sustained periods of time for the purpose of connecting prior knowledge and experiences to text.	10. Demonstrate understanding of text while actively engaged in reading or listening to literary non-fiction for clearly stated purposes (e.g., Listen to parts of the President's speech to determine his purpose; Read this page to determine which words the author was trying to emphasize).	

READING FOUNDATIONAL SKILLS		
PRINT CONCEPTS		
RF.K.1 Demonstrate emerging understanding of the organization of print. a. With guidance and support during shared reading, demonstrate understanding that print is read left-to-right and top-to-bottom. b. With guidance and support during shared reading, demonstrate understanding of the orientation of books and other forms of print. c. With guidance and support during shared reading, demonstrate understanding of the one-to-one correspondence between written and spoken words.	1. Demonstrate understanding of the organization and basic features of print. a. Understand that books are read one page at a time from beginning to end. b. Understand that print is written left to right. c. Understand that print is written top to bottom. d. Recognize and name 14 or more uppercase letters of the alphabet in context. e. Recognize and name 4 or more lowercase letters of the alphabet in context.	
RF.1.1. Demonstrate emerging understanding of the organization of print. a. Demonstrate understanding that print is read left-to-right and top-to-bottom. b. Demonstrate understanding of orientation of print. c. With guidance and support during shared reading, demonstrate understanding of the one-to-one correspondence between written and spoken words.	1. Demonstrate understanding of the organization and basic features of print. a. Distinguish an individual word within a sentence (e.g., When given a sentence can point to or otherwise indicate a single word when asked, "Show me just one word.") b. Understand one-to-one correspondence between spoken word and written word (e.g., point to word one at a time while adult reads). c. Recognize and name all uppercase letters of the alphabet in context. d. Recognize and name all lowercase letters of the alphabet in context.	
HANDWRITING		
RF.K.2 With guidance and support, selects or produces letters when asked to write	NA	
RF.1.2 Select or produce letters when asked to write.	NA	
RF.2.2 Select or produce letters when asked to write.	NA	
RF.3.2 Use letters to create written documents.	NA	
RF.4.2 Use letters to create written documents.	NA	
RF.5.2 Purposefully select or produce letters to create written documents.	NA	

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PHONOLOGICAL AWARENESS		

RF.K.3 Demonstrate emerging understanding of spoken words, syllables, and sounds (phonemes).
  a. With guidance and support, recognize rhyming words.
  b. With guidance and support, recognize the number of words in a spoken message.
  c. With guidance and support, identify single-syllable, familiar, spoken words with the same onset (beginning sound).
	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	  a. Recognize spoken rhyming words.
	  b. Recognize the number of syllables in spoken words (e.g., clap or tap to indicate syllables spoken by an adult).
	  c. Recognize single syllable spoken words with the same onset (beginning sound).	

RF.1.3. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  a. Recognize rhyming words
 	
  b. With guidance and support, identify the picture or word that corresponds to orally presented segmented phonemes (e.g., C-A-T).
  c. Identify a single syllable spoken word with the same onset (beginning sound) as a familiar word.
  d. With guidance and support, substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	  a. Match orally presented segmented phonemes (e.g., C-A-T) to pictures illustrating the corresponding word.
	
	  b. Recognize single syllable words with the same ending sound.	

PHONICS AND WORD RECOGNITION		

RF.K.4. Demonstrate emerging awareness of print.
  a. With guidance and support, recognize first letter of own name in print.
  b. With guidance and support, recognize environmental print.
	3. Apply letter name and letter-sound knowledge when decoding
	  a. Recognize own name in print.
	  b. Recognize other written words that begin with the same letter as own name.
	  c. Identify written words that start with the same letter in own name.
	  d. Recognize sound of first letter in own name.
	  e. Recognize other words that begin with the same sound as own name.	

RF.1.4 Demonstrate emerging letter and word identification skills.
 	
  a. Identify upper case letters of the alphabet.
  b. With guidance and support, recognize familiar words that are used in every day routines.
	3. With prompting and support, read words and apply letter- sound knowledge and read words.
	  a. In context, identify 4 or more letter-sound associations.
	  b. Identify written words that begin with single consonant phonemes produced by an adult.
	  c. Identify written words associated with familiar pictures and symbols used to support routines, schedules and communication.	

RF.2.4. Demonstrate emerging use of letter-sound knowledge to read words. a. Identify the lower case letters of the alphabet. b. Identify letter sound correspondence for single consonants. c. Recognize 10 or more written words.	1. Apply letter-sound and word analysis skills in decoding words. a. In context, identify 18 or more letter-sound associations. b. Identify the beginning sound of familiar words beginning with a single consonant sound. c. Recognize 10 or more written words.	
RF.3.4. Apply letter-sound knowledge to begin decoding words. a. In context, apply basic knowledge of letter-sound correspondences in decoding words. b. Given models and other supports, decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high frequency rimes). c. Recognize 40 or more written words.	1. Apply letter-sound and word analysis skills in decoding words. a. In context, identify all letter-sound associations. b. Decode 3 letter words with common spelling patterns (e.g., consonant-vowel-consonant or high frequency rimes). c. Recognize 40 or more written words.	
RF.4.4 Apply letter-sound knowledge to decode words. a. Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words. b. Decode single-syllable words with common spelling patterns (consonant-vowel- consonant [CVC] or high-frequency rimes).	1. Apply letter-sound and word analysis skills in reading words. a. In context apply letter-sound knowledge to use context plus first letter to identify words. b. Decode single syllable words with common spelling patterns (e.g., consonant-vowel-consonant/e or high frequency words). c. Recognize 40 or more written words.	
RF.5.4 Apply letter-sound knowledge to decode words. a. Read common sight words and decode single syllable words.	1. Apply letter-sound and word analysis skills in reading words. a. Decode single syllable words. b. Read common high frequency words.	
FLUENCY		
RF.K.5 Engage in purposeful shared reading of familiar text.	4. Engage in independent study of books (e.g., studies book pages one page at a time).	
RF.1.5 Begin to attend to words in print. a. Engage in sustained, independent study of books. b. Participate in shared reading of a variety of reading materials reflecting a variety of text genre.	4. Engage in sustained independent study of books (e.g., carefully studies a book page one page at a time). a. Independently turn pages or navigate pages in a multi- media book, pausing long enough to consider both words and pictures. b. Sustain interest in a variety of reading materials reflecting a variety of text genre.	
RF.2.5 Engage in purposeful reading of familiar text. a. Read familiar text comprised of known words.	2. Engage actively in shared reading.	
RF.3.5 Engage in purposeful reading of familiar text. a. Use context to determine missing words in familiar texts.	2. Read text comprised of familiar words with accuracy to support comprehension.	

RF.4.5 Engage in purposeful reading of text.
  a. Read text comprised of familiar words with accuracy and understanding.
  b. Use letter knowledge and context to support word recognition when reading.
	2. Read text comprised of familiar words with accuracy and understanding to support comprehension.	

RF.5.5 Engage in purposeful reading of text.
  a. Read text comprised of familiar words with accuracy and understanding.
  b. Use context to confirm or self-correct word recognition when reading.
	2. Read text comprised of familiar words with accuracy and understanding to support comprehension	

WRITING		
CCR Anchor Standard W.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
W.K.1 With guidance and support, select a familiar book and use drawing, dictating, or writing to state an opinion about it.	1. Select a book and use drawing, dictating, or writing* to state an opinion about it.	
W.1.1 With guidance and support, select a topic and use drawing, dictation, or writing to state an option about it.	1. Select a topic and use drawing, dictating, or writing* to state an opinion about it.	
W.2.1 Select a topic and use drawing, dictating, or writing to state an opinion about it.	1. Select a topic and use drawing, dictating, or writing* to state an opinion and one or more reasons to support the opinion (e.g., I like dessert. It is yummy.).	

W.3.1 Write an opinion on topics or texts, supporting a point of view with reasons.
 	
  a. Select a topic or text and write an opinion about it.
  b. Write one or more reasons to support the opinion.
	1. Write* an opinion of a familiar topic or text, supporting a point of view with reasons.
	  a. Select a topic or book to write about and state an opinion.
	  b. List reasons to support the opinion.	

W.4.1 Write an opinion about topics or texts, supporting a point of view with reasons.
  a. Select a topic or text and write an opinion about it.
  b. List reasons to support the opinion.
	1. Write* an opinion of a familiar topic or text, supporting a point of view with reasons and information.
	  a. Select a topic or book to write about and state an opinion.
	  b. List reasons that support the opinion.
	  c. List facts or details to support opinion.	

W.5.1 Write an opinion about topics or texts, supporting a point of view with reasons.
 	
  a. Introduce the topic or text and state an opinion about it.
 	
  b. Provide reasons to support the opinion.
	1. Write* opinion pieces on topics or texts, supporting a point of view with reasons and information.
	
	  a. State a topic or book to write about and state an opinion about it.
	
	  b. Provide reasons that support the opinion using 2-3 word
	  c. Provide facts or details to support opinion using 2-3 word combinations.	

W.6.1. Write claims about topics or text.
  a. Write a claim about a topic or text.
  b. Write one or more reasons to support a claim about a topic or text.
	1. Write* a claim and support it with two or more reasons or other relevant evidence.	

W.7.1 Write claims about topics or texts.
    a. Introduce a topic or text and write one claim about it.
    b. Write one or more reasons to support a claim about a topic or text.
    c. Use temporal words (first, next, also) to create connections.
	1. Write* a claim and support it with two or more reasons or other relevant evidence.	

W.8.1 Write claims about topics or texts.
 	
    a. State the claim and provide reasons or pieces of evidence to support it.
 	
    b. Write reasons to support a claim about a topic or text.
    c. Use temporal words (first, next, also) to create connections.
	1. Write* a claim.
	    a. Support claim with two or more reasons or other relevant evidence.
	    b. State one opposing or counterclaim.	

W.9-10.1 Write claims about topics or texts.
    a. Introduce a topic or text and write one claim and one counterclaim about it.
	1. Write* a claim.
	    a. Support claim with two or more reasons or other relevant evidence.
	    b. State one opposing or counterclaim.	

W.11-12.1 Write arguments to support claims.
 	
    a. Write an argument to support a claim that results from studying a topic or reading a text.
    b. Support claims with reasons and evidence drawn from text.
 	
    c. Provide a closing or concluding statement.
	1. Write* an argument to support a claim that results from studying a topic or reading a text.
	
	    a. State claim clearly.
	
	    b. State one opposing or counterclaim.
	    c. Support claim with two reasons or other relevant evidence drawn from the text when appropriate.
	    d. Use complete, simple sentences, as well as simple compound sentences when appropriate.
	    e. Provide a closing or concluding statement.	

CCR Anchor Standard W.2 – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
W.K.2 With guidance and support, select a familiar topic and use drawing, dictating, or writing to share information about it.	2. Select a topic and use drawing, dictating, or writing* to compose a message about the topic.	
W.1.2 Select a familiar topic and use drawing, dictating, or writing to share information about it.	2. Select a topic and use drawing, dictating, or writing* to compose a message with one or more ideas about the topic.	
W.2.2 Select a topic and use drawing, dictating, or writing to create a written product with one or more facts about the topic.	2. Select a topic and use drawing, dictating, or writing* to compose a message with two or more ideas about the topic.	

W.3.2 Write to share information by selecting a topic and writing about it, including one or more facts or details.	2. Write* to convey information clearly.
	    a. Select a topic and illustrations or visual/ tactile supports related it.
	    b. List words related to the topic.	

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W.4.2 Write to share information supported by details.
 	
    a. Select a topic and write about it including related visual, tactual, or multimedia information as appropriate.
    b. List words, facts, or details related to the topic.
	2. Write to convey information clearly.
	
	    a. Select a topic and illustrations or visual/ tactile supports related it.
	
	    b. List words related to the topic.
	    c. List facts or details related to the topic.	

W.5.2 Write to share information supported by details.
 	
    a. Select a topic and write to convey information including related visual, tactual, or multimedia information as appropriate.
 	
    b. Provide facts, details, or other information related to the topic.
	2. Write* to convey information and ideas clearly.
	
	    a. State a topic and select illustrations or visual/tactile supports related to it.
	    b. Provide information related to the topic using 2-3 word combinations and domain specific vocabulary.
	    c. Provide facts or details related to the topic using 2-3 word combinations.	

W.6.2 Write to share information supported by details.
 	
    a. Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.
    b. Provide facts, details, or other information related to the topic.
	2. Write* an informative or explanatory text.
	
	    a. Write* the topic.
	
	    b. Develop the topic with two or more facts or concrete details.
	    c. Provide a closing.	

W.7.2 Write to share information supported by details.
 	
    a. Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.
    b. Provide facts, details, or other information related to the topic.
    c. Select domain-specific vocabulary to use in writing about the topic.
	2. Write* an informative or explanatory text.
	
	    a. Write* the topic.
	
	    b. Develop the topic with two or more facts or concrete details.
	    c. Use domain specific vocabulary.
	    d. Provide a closure.	

W.8.2 Write to share information supported by details.
 	
    a. Introduce a topic clearly and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.
 	
    b. Write one or more facts or details related to the topic.
 	
    c. Write complete thoughts as appropriate.
    d. Use domain specific vocabulary related to the topic.
    e. Provide a closing.
	2. Write* an informative or explanatory text.
	
	    a. Write* the topic.
	
	    b. Use graphics (e.g., photos, drawings) and multimedia when useful to aiding comprehension.
	    c. Develop the topic with two or more facts or concrete details.
	    d. Use domain specific vocabulary.
	    e. Provide a closing.	

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W.9-10.2 Write to share information supported by details.	2. Write* an informative or explanatory text.
a. Introduce a topic clearly and use a clear organization to write about it including visual, tactual, or multimedia information as appropriate.	a. Write* the topic.
b. Develop the topic with facts or details.	b. Use graphics (e.g., photos, drawings) and multimedia when useful to aiding comprehension.
c. Use complete, simple sentences as appropriate.	c. Develop the topic with two or more facts or concrete details.
d. Use domain specific vocabulary when writing claims related to a topic of study or text.	d. Use domain specific vocabulary.
e. Providing a closing or concluding statement.	e. Provide a closing.
W.11-12.2 Write to share information supported by details.	2. Write* informative or explanatory texts that convey ideas, concepts and
a. Introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, tactual, or multimedia information as appropriate.	a. Write* the topic.
b. Develop the topic with relevant facts, details, or quotes.	b. Use graphics (e.g., photos, drawings) and multimedia when useful to aiding comprehension.
c. Use complete, simple sentences, as well as compound and other complex sentences as appropriate.	c. Develop the topic with three or more facts or relevant details emphasizing those that are most important when appropriate.
d. Use domain specific vocabulary when writing claims related to a topic of study or text.	d. Use domain specific vocabulary.
e. Provide a closing or concluding statement.	e. Provide a closing or concluding statement.
CCR Anchor Standard W.3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
W.K.3 With guidance and support, select a familiar event and use drawing, dictating, or writing to share information about it.	3. Select an event and use drawing, dictating, or writing* to compose a message about the event.
W.1.3 Select a familiar event and use drawing, dictating, or writing to share information about it.	3. Select an event and use drawing, dictating, or writing* to compose a message with one or more ideas about the event.
W.2.3 Select an event or personal experience and use drawing, writing, or dictating to compose a message about it.	3. Select an event or personal experience and use drawing, dictating, or writing* to compose a message with two or more ideas about it.
W.3.3 Write about an event or personal experience, including the names of people involved.	3. Select an event or personal experience and use drawing, dictating, or writing* to compose a narrative with at least two events in sequence (e.g., Went to the store. Ate Cookies.).

W.4.3 Write about events or personal experiences.
 	
    a. Write about a personal experience including two events in sequence.
 	
    b. List words that describe an event or personal experience to use when writing about it.
	3. Select an event or personal experience and use drawing, dictating, or writing* to compose a narrative with 3 or more events in sequence (e.g., I woke up. I went to school. I had fun.).

W.5.3 Write about an event of personal experience that includes three or more events in a sequence.	3. Write* a narrative about a real or imagined event or experience.
	   a. Describe the event or experience using 2-3 word combinations.
	   b. Describe 3 or more events in sequence.
	   c. Provide a sense of closure.	

W.6.3 Write about events or personal experiences.
 	
   a. Write a narrative about a real or imagined experience introducing the experience and including two or more events.
   b. Use words that establish the time frame.
   c. Use words that convey specific details about the experience or event.
	3. Write* a narrative about personal or imagined experiences or events.
	
	   a. Write* about multiple events and use temporal words (e.g., next, then) to signal event order.
	   b. Include one or more characters.
	   c. Provide a closing.	

W.7.3 Write about events or personal experiences.
 	
   a. Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events.
   b. Use temporal words (e.g., first, then, next) to signal order.
   c. Use words that describe feelings of people or characters in the narrative.
	3. Write* a narrative about personal or imagined experiences or events.
	
	   a. Write* about multiple events and use temporal words to signal event order.
	   b. Include one or more characters.
	   c. Use words or phrases to describe the character(s).
	   d. Provide a closing.	

W.8.3 Write about events or personal experiences.
   a. Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events.
   b. Use temporal words (e.g., first, then, next) to signal order.
   c. Use words that describe the feelings of characters or provide other sensory information about the setting, experiences, or events.
   d. Provide a closing.
	3. Write* narratives about personal or imagined experiences or events.
	   a. Write* about multiple events and use temporal words to signal event order.
	   b. Include one or more characters.
	
	   c. Use dialogue as appropriate.
	
	   d. Use words or phrases to describe the character(s).
	   e. Provide a closing.	

W.9-10.3 Write about events or personal experiences.
   a. Write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events.
   b. Organize the events in the narrative using temporal words to signal order as appropriate.
   c. Use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters.
   d. Provide a closing.
	3. Write* narratives about personal or imagined experiences or events.
	   a. Write* about multiple events and use temporal words to signal event order.
	
	   b. Include one or more characters.
	
	   c. Use dialogue as appropriate.
	
	   d. Use words or phrases to describe the character(s).
	   e. Provide a closing.	

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W.11-12.3 Write about events or personal experiences. a. Write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events. b. Organize the events in the narrative using temporal words to signal order and add cohesion. c. Use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters. d. Provide a closing.	3. Write* narratives about personal or imagined experiences or events. a. Introduce the narrative by stating the problem, situation or event; introduce a narrator or characters. b. Write* about multiple events in a logical sequence using temporal words to signal event order. c. Use dialogue as appropriate. d. Use precise words and phrases to convey details. e. Use complete, simple sentences, as well as simple compound sentences when appropriate. f. Provide a closing.	
CR Anchor Standard W.4: Use digital tools and resources to produce and publish writing and to interact and collaborate with others.		**Previous W.4 Integrated into standards w.1, W.2, and W.4**
W.K.4 With guidance and support from adults, explore a variety of digital tools to produce group writing.	6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	
W.1.4 With guidance and support from adults, explore a variety of digital tools to produce individual or group writing.	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	
W.2.4 With guidance and support from adults and peers, use digital tools to produce and publish writing.	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	
W.3.4 With guidance and support from adults, use digital tools to produce writing while interacting and collaborating with others.	6. With guidance and support from adults, use technology to produce and publish writing*.	
W.4.4 With guidance and support from adults, use digital tools to produce writing while interacting and collaborating with others.	6. With guidance and support from adults, use technology to produce and publish writing*.	
W.5.4 With guidance and support from adults, use digital tools to produce writing while interacting and collaborating with others.	6. With guidance and support from adults, use technology to produce and publish writing*.	
W.6.4 Use digital tools create to produce and publish writing while interacting and collaborating with others.	6. Use technology to produce and publish writing*.	
W.7.4 Use digital tools to produce writing to interacting and collaborating with others.	6. Use technology to produce and publish writing*.	
W.8.4 Use digital tools to produce writing to interact and collaborate with others.	6. Use technology to produce and publish writing*.	
W.9-10.4 Use digital tools to produce, publish, and update individual or shared writing products.	6. Use technology to produce and publish writing*.	
W.11-12.4 Use digital tools to produce, publish and update an individual or shared writing project.	6. Use technology to produce and publish writing*.	

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CCR Anchor Standard W.5 (from Proposed Standards – was W.7 in 2010 Standards) – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		

W.K.5 With guidance and support, participate in shared research and writing projects.	7. Participate in shared writing about:
	    a. familiar topics.
	    b. topics introduced through books and other classroom activities (e.g., writing as a group about a unit, field trip, or other shared experiences).	

W.1.5 With guidance and support, participate in shared research and writing projects.	7. Participate in shared writing about:
	    a. familiar topics.
	    b. topics introduced through books and other classroom activities (e.g., writing as a group about a unit, field trip, or other shared experiences.	

W.2.5 Participate in shared research and writing projects.	7. Participate in shared writing projects (e.g., contribute ideas to writing that an adult or peers have generated).	
W.3.5 Identify information about a topic for a research project.	7. Gather information about a topic from two or more sources.	
W.4.5 Gather information about a topic from two or more sources for a research project.	7. Gather information about a topic from two or more sources.	
W.5.5 Conduct short research projects using two or more sources.	7. Gather information about a topic from several sources.	
W.6.5 Conduct short research projects to answer a question.	7. Write* to answer a question based on one or more sources of information.	
W.7.5 Conduct research to answer a question based on multiple sources of information.	7. Write* to answer a question based on two or more sources of information.	
W.8.5 Conduct short research projects to answer and pose questions based on multiple sources of information.	7. Write* to answer and pose questions based on two or more sources of information.	
W.9-10.5 Conduct research projects to answer questions posed by self and others using multiple sources of information.	7. Write* to answer and pose questions based on two or more sources of information.	
W.11-12.5 Conduct research projects to answer questions posed by self and others using multiple sources of information.	7. Write* to answer and pose questions or solve a problem based on two or more sources of information.	

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CCR Anchor Standard W.6 (from Proposed Standards – was W.8 in 2010 Standards) – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.		
W.K.6 With guidance and support from adults, identify information, objects, or events that relate to personal experiences.	8. With guidance and support from adults, identify information, objects, or events that relate to own experiences.	
W.1.6 With guidance and support from adults, identify information related to personal experiences and answer simple questions about those experiences.	8. With guidance and support from adults, identify information for use in shared writing, objects, or events that relate to own experiences.	
W.2.6 Identify information related to personal experiences and answer simple questions about those experiences.	8. Recall information from experiences to answer a question.	
W.3.6 Sort information on a topic or personal experience into two provided categories and write about each one.	8. Sort information on personal experiences or a topic being studied into provided categories (e.g., Based on knowledge about people or listening to books about people, sort words into categories of things that people have and animals have).	
W.4.6 Gather and sort information from personal experiences or a topic into given categories.	8. Identify information relevant to a personal experiences or a topic and then sort the information into provided categories (e.g., Identify information about weights (ounces and pounds) and measures (inches and feet), and put it into appropriate weights and measures categories).	
W.5.6 Gather and sort relevant information on a topic from print or digital sources into given categories.	8. Identify or recall information relevant to a personal experience or a topic and then sort the information into categories.	
W.6.6 Gather information from multiple print and digital sources that relates to a given topic.	8. Select quotes from one or more print or digital sources that provide important information about a topic.	
W.7.6 Identify quotes providing relevant information about a topic from multiple print or digital sources.	8. Select quotes from two or more print or digital source that provide important information about a topic.	
W.8.6 Select quotes providing relevant information about a topic from multiple print or digital sources.	8. Select quotes from two or more print or digital source that provide important information about a topic.	
W.9-10.6 Write answers to research questions by selecting relevant information from multiple resources.	8. Select quotes from two or more print or digital source that provide important information about a topic.	
W.11-12.6 Write answers to research questions by selecting relevant information from multiple resources.	8. Determine if a source provides information that is important to the topic and select quotes that provide relevant information.	
		Previous W.9 Omitted because it is an expectation of RL and RI Standards
		Previous W.10 Integrated into Standards W.1, W.2, and W.3

SPEAKING AND LISTENING		
CCR Anchor Standard SL.1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.		
SL.K.1 Participate in communication with others. a. Communicate directly with supportive adults or peers. b. Participate in multiple-turn communication exchanges with support from adults.	1. Participate in communicative exchanges: a. Participate in multiple exchanges with adult communication partners. b. Communicate directly with peers.	
SL.1.1 Communicate with others. a. Engage in multiple-turn exchanges with supportive adults. b. Build on comments or topics initiated by an adult. c. Use one or two words to ask questions related to personally relevant topics.	1. Participate in communicative exchanges. a. Communicate directly with peers in multi-turn exchanges. b. Build on comments or topics initiated by adult communication partners in multi-turn exchanges.	
SL.2.1 Communicate with others. a. Engage in multiple-turn exchanges with peers with support from an adult. b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	1. Participate in communicative exchanges: a. Communicate directly with peers in multi-turn exchanges. b. Build on comments or topics initiated by adult or peer communication partners in multi-turn exchanges. c. Indicate confusion or a lack of understanding (e.g., point to symbol "I'm confused").	
SL.3.1 Communicate with others in group interactions. a. Engage in collaborative interactions about texts. b. Listen to others' ideas before responding. c. Indicate confusion or lack of understanding about information presented.	1. Participate in communicative exchanges. a. Communicate directly with peers in multi-turn exchanges. b. Ask questions of adult or peer communication partners in multi-turn exchanges. c. Clarify own ideas as requested by communication partner.	
SL.4.1 Communicate with others in group interactions. a. Contribute ideas from prior knowledge of a text during discussions about the same text. b. With guidance and support, carry out assigned role in a discussion. c. Answer specific questions related to information in a discussion. d. Identify the key ideas in a discussion.	1. Participate in communicative exchanges. a. Communicate directly with peers in multi-turn exchanges. b. Ask and answer questions of adult or peer communication partners in multi-turn exchanges. c. Clarify own ideas as requested by communication partner. d. Make comments that contribute to the discussion and link to the remarks of others.	

SL.5.1 Communicate with others in group interactions. a. Come to discussion prepared to share information. b. Carry out assigned role in a discussion. c. Ask questions related to information in a discussion. d. Make comments that contribute to the discussion and link to the remarks of others.	1. Participate in communicative exchanges. a. Come to discussions prepared to share information. b. Communicate directly with peers in multi-turn exchanges. c. Ask and answer questions of adult or peer communication partners to clarify and elaborate. d. Make comments that contribute to the discussion and link to the remarks of others.	
SL.6.1 Engage in collaborative discussions. a. Come to discussions prepared to share information. b. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and contribute information. c. Ask and answer questions specific to the topic, text, or issue under discussion. d. Restate key ideas expressed in the discussion.	1. Participate in communicative exchanges. a. Come to discussions prepared to share information. b. With guidance and support from adults, follow simple, agreed-upon rules for discussions and carry out assigned roles. c. Ask and answer questions specific to the topic, text or issue under discussion. d. Determine whether others involved in the discussion agree or disagree with own perspective.	
SL.7.1 Engage in collaborative discussions. a. Come to discussions prepared to share information. b. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and carry out assigned roles. c. Remain on the topic of the discussion when answering questions or making other contributions to a discussion. d. Acknowledge new information expressed by others in a discussion.	1. Participate in communicative exchanges. a. Come to discussions prepared to share information. b. With guidance and support from adults, follow simple, agreed-upon rules for discussions and carry out assigned roles. c. Remain on the topic of the discussion when asking or answering questions or making other contributions.	
SL.8.1 Communicate with others in group interactions. a. Come to discussions prepared to share information previously studied. b. Follow simple rules and carry out assigned roles during discussions. c. Remain on the topic of the discussion when asking or answering questions or making other contributions to a discussion. d. Acknowledge new information expressed by others in a discussion and relate it to own ideas.	1. Participate in communicative exchanges. a. Come to discussions prepared to share information. b. With guidance and support from adults, follow simple, agreed-upon rules for discussions and carry out assigned roles. c. Remain on the topic of the discussion when asking or answering questions or making other contributions. d. Acknowledge when a communication partner changes the topic and a shift in own comments or questions is warranted.	

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SL.9-10.1 Communicate with others in group interactions.
 	
   a. Prepare for discussions by collecting information on the topic.
 	
   b. Work with adults and peers to set rules for discussions.
 	
   c. Relate the topic of discussion to broader themes or ideas.
 	
   d. Indicate agreement or disagreement with others during discussions.
	1. Initiate and participate in communicative exchanges.
	
	   a. Come to discussions prepared to share
	
	   b. With Guidance and support from communication partners, follow agreed upon rules for discussions and carry out assigned roles.
	
	   c. Remain on the topic of the discussion or logically link (e.g., *that reminds me of…*) to new topics when asking or answering questions or making other connections.
	
	   d. Acknowledge when a communication partner changes the topic and shift own comments and questions as warranted.

SL.11-12.1 Engage in collaborative discussions.
 	
   a. Prepare for discussions by collecting information on the topic.
 	
   b. Work with peers to set rules and goals for discussions.
 	
   c. Ask and answer questions to verify or clarify own ideas and understandings during a discussion.
 	
   d. Respond to agreements and disagreements in a discussion.
	1. Initiate and participate in communicative exchanges.
	
	   a. Come to discussions prepared to share.
	
	   b. With guidance and support from communication partners, set foals, follow agreed upon rules for discussions and carry out assigned roles.
	
	   c. Pose and respond to questions regarding the reasoning or evidence to support comments.
	
	   d. Remain on the topic of the discussion or logically link (e.g., *that reminds me of… That makes me wonder…)* to new topics when asking or answering questions or making other contributions; shift own comments and questions as required by changing topics.
	
	   e. Acknowledge when communication partners offer diverse or contradicting points of view and pose questions to increase understanding of their perspective.

CCR Anchor Standard SL.2 – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
SL.K.2 Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by identifying objects, images, or other representations of the text.	2. Answer questions about key details from books read aloud by others or presented through other media.
SL.1.2 During shared reading, identify key details in the text.	2. Answer questions about key details from books read aloud by others or presented through other media.
SL.2.2 During shared reading, answer who and what questions.	2. Identify words that describe key ideas or details from written texts read aloud or information presented orally or through media.
SL.3.2 Identify details in a text read aloud or information presented orally or through other media.	2. Identify words that describe key ideas or details from written texts read aloud or information presented graphically, orally, visually, or multimodally.

SL.4.2 Ask and answer questions about details from a text read aloud or information presented orally or through other media.	2. Identify words or phrases that describe the meaning of written texts read aloud or information presented graphically, orally, visually, or multimodally.	
SL.5.2 Identify the explicitly stated main idea of text presented orally or through other media.	2. Identify words that describe the meaning of written texts read aloud or information presented graphically, orally, visually, or multimodally.	
SL.6.2 Identify information presented in diverse media and formats that relates to a topic, text, or issue under study.	2. Identify information presented in graphical, oral, visual, or multimodal formats that relates to a topic, text or issue under study.	
SL.7.2 Identify details related to the main idea of a text presented orally or through other media.	2. Identify the main idea of information presented in graphical, oral, visual, or multimodal formats that relates to a topic, text or issue under study.	
SL.8.2 Determine the purpose of information presented in graphic, oral, visual, or multimodal formats.	2. Identify the purpose of information in graphical, oral, visual or multimodal formats (e.g., an advertisement is selling something; a newspaper headline is telling about something important; the announcement is teling about school events).	
SL.9-10.2 Determine the credibility of information presented in diverse media or formats.	2. Determine whether information presented in diverse media (book, newspaper, video, television, internet) is credible.	
SL.11-12.2 Determine the credibility and accuracy of information presented across diverse media or formats.	2. Determine whether information presented in diverse media (book, newspaper, video, television, internet) is credible and identify discrepancies.	
CCR Anchor Standard SL.3 – Determine whether information presented in diverse media (book, newspaper, video, television, internet) is credible and identify discrepancies.		
SL.K.3 With guidance and support ask for help when needed.	3. Ask for help when needed.	
SL.1.3 With guidance and support communicate confusion, lack of understanding or a need for help.	3. Answer questions posed by adult communication partners.	
SL.2.3 Answer who and what questions about the details provided by the speaker.	3. Answer questions posed by adult or peer communication partners.	
SL.3.3 Answer who, what, and where questions about the details provided by the speaker.	3. Ask questions of or answer questions posed by adult or peer communication partners.	
SL.4.3 Identify a point that the speaker makes.	3. Identify the points the speaker makes (e.g., after a visiting author describes his work, students identifies points including: need quiet place to write, need good ideas).	
SL.5.3 Identify the reasons and evidence supporting a specific point.	3. Identify the points a speaker makes.	
SL.6.3 Identify the points the speaker makes by reasons and evidence supporting the claims made by the speaker.	3. Identify the points the speaker makes and how one or more is supported by reasons and evidence.	
SL.7.3 Determine whether the claims made by a speaker are fact or opinion.	3. Determine whether the claims made by a speaker are fact or opinion.	
SL.8.3 Determine the argument made by a speaker on a topic.	3. Determine whether the claims made by a speaker are fact or opinion.	

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SL.9-10.3 Determine the speaker's point of view on a topic.	3. Evaluate the claims made by a speaker and determine whether or not they are credible (e.g., fact or opinion; supported or unsupported).	
SL.11-12.3 Determine whether the claims and reasoning enhance the speaker's argument on a topic.	3. Evaluate the claims made by a speaker and determine whether or not they are credible (e.g., fact or opinion; supported or unsupported).	
CCR Anchor Standard SL.4 – Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.		
SL.K.4 Communicate with adult communication partners.	4. I Identify familiar people, places, things, and events.	
SL.1.4 Combine two or more words when communicating.	4. Identify words that describe familiar people, places, things, and events.	
SL.2.4 Communicate about a personal experience or event.	4. Identify a familiar experience and one or more facts or details related to it.	
SL.3.4 Communicate opinion on a familiar topic or text including descriptive words.	4. Identify a familiar topic, story or experience and one or more facts or details related to it.	
SL.4.4 Communicate opinion on a familiar topic or text in an organized manner.	4. Report on a familiar topic, story, or experience, providing 2 or more facts or details related to it (e.g., "What book did we read? What did you learn?").	
SL.5.4 Communicate opinion on a familiar topic or text, providing facts or details related to it.	4. Report on a familiar topic or text or present an opinion, providing 2 or more facts or details related to it.	
SL.6.4 Communicate findings including descriptions, facts, or details related to main idea or theme.	4. Present findings including descriptions, facts, or details related to a main idea or theme.	
SL.7.4 Communicate findings including descriptions, facts, or details related to main idea or theme.	4. Present findings including descriptions, facts, or details related to a main idea or theme.	
SL.8.4 Communicate findings including relevant descriptions, facts, or details.	4. Present findings including relevant descriptions, facts, or details.	
SL.9-10.4 Communicate findings including relevant descriptions, facts or details with an organization that supports purpose, audience, and task.	4. Present findings including relevant descriptions, facts, or details with an organization that supports purpose, audience and task.	
SL.11-12.4 Communicate findings including relevant descriptions, facts, or details as well as alternative or opposing information, with and organization that supports purpose, audience and task.	4. Present findings including relevant descriptions, facts, or details as well as alternative or opposing information, with an organization that supports purpose, audience and task.	

CCR Anchor Standard SL.5 – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.			
SL.K.5 With guidance and support add or select drawings or other visual or tactual displays to communicate about familiar people, places, things, and events.		5. Select or create pictures, drawings, or other visual or tactual displays that represent familiar people, places, things, or events.	
SL.1.5 Add or select drawings or other visual or tactual displays to communicate about familiar people, places, things, and events.		5. Select or create pictures, drawings, or other visual or tactual displays that represent ideas, thoughts, or feelings.	
SL.2.5 Select visual, audio, or tactual representations that support communication about a personal experience.		5. Select or create images, photographs or other visual/tactual displays to represent experiences, thoughts, or feelings.	
SL.3.5 Create a multimedia presentation of a story or poem.		5. Select or create an audio recording, images, photographs or other visual/tactual displays to represent stories or poems.	
SL.4.5 Add audio recordings or visuals to a presentation about a personally relevant topic.		5. Select or create an audio recording, images, photographs or other visual/tactual displays to enhance reports and other communication exchanges.	
SL.5.5 Select or create audio recordings and visual/tactile displays to enhance presentation.		5. Select or create an audio recording, images, photographs or other visual/tactual displays to enhance reports and other communication exchanges.	
SL.6.5 Select an auditory, visual, or tactual display to clarify the information in presentations.		5. Select or create an audio recording, images, photographs or other visual/tactual displays to enhance presentations.	
SL.7.5 Select or create audio recordings and visual/tactile displays to emphasize specific points in a presentation.		5. Select or create an audio recording, images, photographs or other visual/tactual displays to enhance presentations.	
SL.8.5 Include multimedia and visual information into presentations.		5. Select or create audio recordings, images, photographs or other visual/tactual displays and integrate into presentations.	
SL.9-10.5 Use digital media in presentations to support understanding.		5. Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding.	
SL.11-12.5 Use digital media strategically in presentations to support understanding and add interest.		5. Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding and interest.	
			SL.6 Integrated into SL.4

LANGUAGE		
CCR Anchor Standard L.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.		

L.K.1 Demonstrate emerging understanding of letter and word use within the K-1 grammar continuum when writing or communicating (See below).	1. Demonstrate understandings of standard English grammar usage when communicating.
	  a. Use frequently occurring nouns and verbs.
	  b. Understand question words (interrogatives) (e.g., who, what, where, when, why, how).
	  c. Link two or more words together in own communication.	

L.1.1 Demonstrate emerging understanding of letter and word use within the K-1 grammar continuum when writing or communicating (See below).	1. Demonstrate understandings of standard English grammar usage when communicating.
	  a. Write* 14 or more upper-case letters of the alphabet.
	  b. Use common nouns.
	  c. Produce noun + verb or verb + noun combinations.
	  d. Use question words (interrogatives) (e.g., who, what, where, when, why, how).	

L.2.1 Demonstrate understanding of letter and word use within the 2-3 grammar continuum when writing or communicating (See below).	1. Demonstrate understandings of standard English grammar and usage when communicating.
	  a. Write* all upper-case letters of the alphabet.
	  b. Write* 14 lower-case letters of the alphabet.
	  c. Use common nouns in singular and plural forms
	  d. Use personal pronouns.
	  e. Use common past tense verbs (e.g., went, ate, did, saw, was).	

L.3.1 Demonstrate understanding of letter and word use within the 2-3 grammar continuum when writing or communicating (See below).	1. Demonstrate understandings of Standard English grammar and usage when communicating.
	  a. Write* all lower-case letters of the alphabet.
	  b. Use plural and singular nouns.
	  c. Use verbs in their present and past tense.
	  d. Use common adjectives.
	  e. Produce phrases or sentences with a subject and a verb.	

L.4.1 Demonstrate standard English grammar and usage within the 4-5 grammar continuum when writing or communicating (See below).	1. Demonstrate understandings of standard English grammar and usage when communicating.
	
	    a. Use comparative and superlative adjectives (e.g., I want the bigger one)..
	
	    b. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, of, by, with*).
	
	    c. Use possessive pronouns (e.g., *mine, my, your, his, her, our, their*).

L.5.1 Demonstrate standard English grammar and usage within the 4-5 grammar continuum when writing or communicating (See below).	1. Demonstrate understandings of standard English grammar and usage when communicating.
	
	    a. Use frequently occurring conjunctions (e.g., *and, but, for, because)* .
	
	    b. Use singular and plural nouns with matching verbs (e.g., *I eat. He eats.)*
	
	    c. Form and use the past tense of frequently occurring irregular verbs (e.g., went, sat, ate, told).

L.6.1 Demonstrate standard English grammar and usage within the 6-8 grammar continuum when writing or communicating (See below).	1. Demonstrate understandings of Standard English grammar and usage when communicating.
	
	    a. Use indefinite pronouns (e.g., anybody, nobody, someone).
	
	    b. Recognize when own message fails to convey intended meaning and use strategies to improve expression.

L.7.1 Demonstrate standard English grammar and usage within the 6-8 grammar continuum when writing or communicating (See below).	1. Demonstrate understandings of standard English grammar and usage when communicating.
	
	    a. Produce simple sentences.
	
	    b. Combine two simple sentences using common conjunctions to produce compound sentences.

L.8.1 Demonstrate standard English grammar and usage within the 6-8 grammar continuum when writing or communicating (See below).	1. Demonstrate understandings of standard English grammar and usage when communicating.
	
	    a. Form and use regular and irregular verbs.
	
	    b. Form and use the simple (e.g., I walked, I walk, I will walk) verb tenses.

L.9-10.1 Demonstrate standard English grammar and usage within the 9-12 grammar continuum when writing or communicating (See below).	1. Demonstrate understandings of standard English grammar and usage when communicating.
	
	    a. Form and use regular and irregular verbs.
	
	    b. Form and use the simple (e.g., I walked, I walk, I will walk) verb tenses.

L.11-12.1 Demonstrate standard English grammar and usage within the 9-12 grammar continuum when writing or communicating (See below).	1. Demonstrate understandings of Standard English grammar when writing and communicating
	    a. Apply understandings of the need for Standard English in some settings (e.g., writing a letter to advocate for something) but not in others (e.g., writing an e-mail or a text message to a friend).
	    b. Seek support in editing final written products to insure message is conveyed clearly.	

CCR Anchor Standard L.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.		
L.K.2 Begins in Grade 1	2. Begins in Grade 1	
L.1.2 Demonstrate emerging understanding of conventions of standard English during shared writing within K-1 conventions continuum when writing (See below).	2. With guidance and support from adults, explore letter-sound knowledge to spell words phonetically.	
L.2.2 Demonstrate emerging understanding of conventions of standard English during shared writing within 2-3 conventions continuum when writing (See below).	2. Apply knowledge of letter-sound relationships in spelling, by representing initial sounds in words.	
L.3.2 Demonstrate emerging understanding of conventions of standard English during shared writing within 2-3 conventions continuum when writing (See below).	2. Apply knowledge of letter-sound relationships and familiar spelling patterns (e.g., word families), by representing initial and final sounds in words.	

L.4.2 Demonstrate understanding of conventions of standard English within 4-5 conventions continuum when writing (See below).	2. Apply knowledge of letter-sound relationships and familiar spelling patterns when writing.
	    a. Spell simple words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.
	    b. Recognize ending punctuation.	

L.5.2 Demonstrate understanding of conventions of standard English within 4-5 conventions continuum when writing (See below).	2. Demonstrate understandings of capitalization, ending punctuation, and spelling patterns when writing.
	    a. Spell words phonetically, drawing on knowledge of letter- sound relationships and/or common spelling patterns.
	    b. Capitalize the first word in a sentence.
	    c. Capitalize names.
	    d. Use period to mark the end of a sentence.	

L.6.2 Demonstrate understanding of conventions of standard English within 6-8 conventions continuum when writing (See below).	2. Demonstrate understandings of capitalization, ending punctuation, and spelling when writing.
	
	   a. Capitalize sentences and proper nouns.
	
	   b. Use a question mark at the end of a written question.
	   c. Spell words phonetically, drawing on knowledge of letter- sound relationships and/or common spelling patterns.	

L.7.2 Demonstrate understanding of conventions of standard English within 6-8 conventions continuum when writing (See below).	2. Demonstrate understandings of capitalization, ending punctuation, and spelling when writing.
	   a. Use ending punctuation.
	   b. Spell words phonetically, drawing on knowledge of letter- sound relationships and/or common spelling patterns.	

L.8.2 Demonstrate understanding of conventions of standard English within 6-8 conventions continuum when writing (See below).	2. Demonstrate understandings of capitalization, ending punctuation, and spelling when writing.
	   a. Use ending punctuation.
	   b. Spell words phonetically, drawing on knowledge of letter- sound relationships and/or common spelling patterns.	

L.9-10.2 Demonstrate understanding of conventions of standard English within 9-12 conventions continuum when writing (See below).	2. Demonstrate understandings of capitalization, ending punctuation, and spelling when writing.
	   a. Use ending punctuation.
	   b. Spell words phonetically, drawing on knowledge of letter- sound relationships and/or common spelling patterns.	

L.11-12.2 Demonstrate understanding of conventions of standard English within 9-12 conventions continuum when writing (See below).	2. Demonstrate understandings of capitalization, ending punctuation and spelling when writing*.
	   a. Use ending punctuation.
	   b. Capitalize the first word in a sentence and proper nouns.
	   c. Spell words phonetically, drawing on knowledge of letter- sound relationships and/or common spelling patterns.
	   d. Spell high frequency words correctly.	

CCR Anchor Standard L.3 – Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully reading or listening.		
L.K.3 Begins in grade 2	3. (Begins in grade 3)	
L.1.3 Begins in grade 2	3. (Begins in grade 3)	
L.2.3 Use symbolic language to achieve desired outcomes when communicating.	3. (Begins in grade 3)	

L.3.3 Use language to achieve desired outcomes when communicating to make simple request, comment, or share information.	3. Use language to achieve desired outcomes when writing or communicating.
	    a. Use language to make simple requests.
	    b. Use language to comment or share information.

L.4.3 Use language to achieve desired outcomes when communicating.
    a. Use language to express emotion.
    b. Communicate effectively with peers and adults.
	3. Use language to achieve desired meaning when writing or communicating.

L.5.3 Use language to achieve desired meaning when communicated by combining words when asked.	3. Use language to achieve desired meaning when writing or communicating. a. Combine simple sentence to create more complex sentences (e.g., *I like milk. I like cookies. I like milk and cookies* .).
L.6.3 Use language to achieve desired outcomes by attempting to repair communication when a reader or listener does not understand the initial attempt.	3. Use language to achieve desired meaning when writing or communicating. a. Vary use of language when listener or reader does not understand initial attempt.
L.7.3 Use precise language to achieve desired outcomes or meaning when communicating.	3. Use language to achieve desired meaning when writing or communicating. a. Use precise language as required to achieve desired meaning.
L.8.3 Use language to achieve desired outcomes when communicating by using a range of verb tenses (e.g., I walked, I walk, I will walk) accurately when writing or communicating.	3. Use language to achieve desired meaning when writing or communication a. Use action verbs
L.9-10.3 Use language and vary syntax when writing and communicating to achieve desired outcomes.	3. Use language to achieve desired meaning when writing or communication a. Use action verbs
L.11-12.3 Use language to achieve desired outcomes when communicating by using a variety of simple and compound sentence structures**.**	3. Use knowledge of language to achieve desired meaning when writing* or communicating, and to support comprehension while reading or listening. a. Vary syntax using a variety of simple and compound sentence structures.

CCR Anchor Standard L.4 – Determine and clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.		
L.K.4 With guidance and support demonstrate knowledge of word meanings used in every day routines.	4. Demonstrate knowledge of new vocabulary drawn from English language arts, math and science content.	
L.1.4 Demonstrate knowledge of word meanings used in every day routines.	4. Demonstrate knowledge of new vocabulary drawn from English language arts, math and science content. a. Use context to choose from an array of familiar words the word that completes a sentence read aloud by an adult.	
L.2.4 Demonstrate knowledge of word meanings drawn from grade 2 content.	4. Demonstrate knowledge of new vocabulary drawn from English language arts, math and science content. a. Choose from an array of familiar words to complete sentences read aloud by an adult.	
L.3.4 Demonstrate knowledge of word meanings drawn from grade 3 content.	4. Demonstrate knowledge of new vocabulary drawn from English language arts, math and science content. a. Choose from an array of words an appropriate word to complete sentences. b. Identify the temporal meaning when the most common affixes (-ing, -ed) are added to common verbs (happening now; happened yesterday).	
L.4.4 Demonstrate knowledge of word meanings drawn from grade 4 content.	4. Demonstrate knowledge of new vocabulary drawn from English language arts, math, and science content. a. Choose from an array of content related words to complete sentence read aloud by adults. b. Use frequently occurring root words (e.g., *cook*) and their inflectional forms (e.g., *cooks* , *cooked* , *cooking*).	
L.5.4 Demonstrate knowledge of word meanings drawn from grade 5 content.	4. Demonstrate knowledge of new vocabulary drawn from English language arts, math, and science content. a. Choose from an array of content related words to complete sentence read aloud by adults. b. Use frequently occurring root words (e.g., *cook*) and their inflectional forms (e.g., *cooks* , *cooked* , *cooking*).	

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L.6.4 Demonstrate knowledge of word meanings drawn from grade 6 content using context clues.	4. Demonstrate knowledge of new vocabulary drawn from English language arts, math, and science content.
	
	   a. Use context to identify which word in an array of content related words is missing from a sentence.
	
	   b. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.	

L.7.4 Demonstrate knowledge of word meanings drawn from grade 7 content using context clues.	4. Demonstrate knowledge of new vocabulary drawn from English language arts, math, and science content.
	
	   a. Use context to identify which word in an array of content related words is missing from a sentence.
	
	   b. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.	

L.8.4 Demonstrate knowledge of word meanings drawn from grade 8 content using context clues.	4. Demonstrate knowledge of new vocabulary drawn from English language arts, math, and science content.
	
	   a. Use context to identify which word in an array of content related words is missing from a sentence.
	
	   b. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.	

L.9-10.4 Demonstrate knowledge of unknown and multiple-meaning words drawn from grade 9-10 content using context clues.	4. Demonstrate knowledge of new vocabulary drawn from English language arts, math, and science content.
	
	   a. Use context to identify which word in an array of content related words is missing from a sentence.
	
	   b. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.	

L.11-12.4 Demonstrate knowledge of unknown and multiple-meaning words drawn from grade 11-12 content using context clues.	4. Demonstrate knowledge of words and phrases drawn from English language arts, math, and science content.
	
	   a. Use context to identify which word in an array of content related words is missing from a sentence.
	
	   b. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.
	
	   c. Use glossaries and beginning dictionaries (print or digital) to clarify the meaning of words and phrases.	

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CCR Anchor Standard L.5 – Demonstrate understanding of figurative language and nuances in word meanings.		

L.K.5 With guidance and support, demonstrate emerging understanding of word relationships.
 	
  a. Sort common objects into familiar categories.
 	
  b. Demonstrate understanding of frequently occurring opposites.
	5. With guidance and support from adults, explore word relationships.
	  a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
	  b. Demonstrate understanding of simple opposites (e.g., hot/cold; day/night, big/little).	

L.1.5 With guidance and support, demonstrate emerging understanding of word relationships.
 	
  a. Sort common objects into familiar categories.
 	
  b. Identify attributes of familiar words.
 	
  c. Demonstrate an understanding of present tense verbs.
	5. With guidance and support from adults, explore word relationships.
	  a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
	  b. Identify attributes of familiar words (e.g., elephant is big; apple is red; dad is tall).
	  c. Demonstrate understanding of simple opposites (e.g., hot/cold; day/night, big/little).
	  d. Identify real-life connections between words and their use (e.g., hot, the stove is hot).	

L.2.5 Demonstrate understanding of word relationships and use.
 	
  a. Demonstrate understanding of the meaning of commonly occurring verbs.
	5. Demonstrate understanding of word relationships.
	  a. Identify words that are opposites (e.g., hot/cold, big/little).
	  b. Sort words into meaning based categories (e.g., foods, animals, places).
	  c. Identify the function of common nouns (e.g., fork /eat).	

L.3.5 Demonstrate understanding of word relationships and use.
 	
  a. Determine the literal meaning of words and phrases in context.
 	
  b. Identify words that describe personal emotional states.
	5. Demonstrate understanding of word relationships.
	  a. Identify real-life connections between words and their use (e.g., label the materials being used in a science experiment; label ingredients used to cook).
	  b. Identify words that describe personal emotional states.	

L.4.5 Demonstrate understanding of word relationships and use.
  a. Use common idioms (e.g., no way, not a chance, you bet).
 	
  b. Demonstrate understanding of opposites.
	5. Demonstrate understanding of word relationships.
	  a. Use simple, common idioms (e.g., *you bet, it's a deal, cool*).
	  b. Demonstrate understanding of words by identifying other words that are the same and different in meaning.	

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L.5.5 Demonstrate understanding of word relationships and use. a. Demonstrate understanding of words that have similar meanings. b. Use simple, common idioms (e.g., You bet! It's a deal., cool.).	5. Demonstrate understanding of word relationships. a. Use words with multiple meanings accurately (e.g., identify a *duck* as a type of bird and use the verb to *duck*). b. Use simple, common idioms (e.g., *you bet, it's a deal, cool).* c. Distinguish shades of meaning of adjectives differing in intensity (e.g., *uncomfortable, painful*). d. Demonstrate understanding of words by identifying other words with similar meanings (e.g., synonyms).	
L.6.5 Demonstrate understanding of word relationships and use. a. Determine the meaning of simple similes (e.g., The man was big as a tree.). b. Demonstrate understanding of words by identifying other words with similar and different meanings.	5. Demonstrate understanding of word relationships. a. Understand the meaning conveyed by concrete similes (e.g., the man was as big as a tree.) encountered while reading or listening. b. Demonstrate understanding of words by identifying other words with similar and different meanings (e.g., synonyms and antonyms).	
L.7.5 Demonstrate understanding of word relationships and use. a. Identify the literal and nonliteral meanings of words in context. b. Demonstrate understanding of synonyms and antonyms.	5. Demonstrate understanding of word relationships. a. Understand the meaning conveyed by concrete similes (e.g., The room was as cold as ice) encountered while reading or listening. b. Demonstrate understanding of words by identifying other words with similar and different meanings (e.g., synonyms and antonyms).	
L.8.5 Demonstrate understanding of word relationships and use. a. Demonstrate understanding of the use of multiple meaning words. b. Use knowledge of common words to understand the meaning of compound and complex words in which they appear (e.g., birdhouse, household).	5. Demonstrate understanding of word relationships. a. Understand the use of multiple meaning words (e.g., draw the curtains). b. Demonstrate understanding of words by identifying other words with similar and different meanings (e.g., synonyms and antonyms). c. Understand that multiple words can reflect the same or similar meanings (e.g., said, told, called, explained, replied)	
L.9-10.5 Demonstrate understanding of word relationships and use. a. Interpret common figures of speech. b. Determine the intended meaning of multiple meaning words.	5. Demonstrate understanding of word relationships. a. Understand the use of multiple meaning words (e.g., draw the curtains). b. Demonstrate understanding of words by identifying other words with similar and different meanings (e.g., synonyms and antonyms). c. Understand that multiple words can reflect the same or similar meanings (e.g., said, told, called, explained, replied)	

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L.11-12.5 Demonstrate understanding of simple figures of speech encountered while reading or listening.	5. Demonstrate understanding of figurative language and words relationships. a. Interpret simple figures of speech (e.g., It's raining cats and dogs) encountered while reading or listening.	
CCR Anchor Standard L.6 – Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.		
L.K.6 With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.	6. Use words appropriately across context.	
L.1.6 With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.	6. Use words and phrases appropriately across context.	
L.2.6 Use words acquired through conversations, being read to, and during shared reading activities.	6. Use words and phrases acquired through interactions, being read to, and other forms of instruction.	
L.3.6 Use words acquired through conversations, being read to, and during shared reading activities.	6. Use words appropriately across context including words that signal spatial and temporal relationships (e.g. behind, under, later, soon, next).	
L.4.6 Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words.	6. Use words appropriately across contexts including words that signal emotions and attention to topic.	
L.5.6 Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words.	6. Use words appropriately across contexts including words and phrases that signal continuation (e.g., We used the small ramp *and then*) and contrast (e.g., He likes it *but*).	
L.6.6 Use general academic and domain-specific words and phrases across contexts.	6. Acquire and use general academic and domain-specific words and phrases.	
L.7.6 Use general academic and domain-specific words and phrases across contexts.	6. Acquire and use general academic and domain-specific words and phrases.	
L.8.6 Use general academic and domain-specific words and phrases across contexts.	6. Acquire and use general academic and domain-specific words and phrases.	
L.9-10.6 Use general academic and domain-specific words and phrases across contexts.	6. Acquire and use general academic and domain-specific words and phrases."	
L.11-12.6 Use general academic and domain-specific words and phrases across contexts.	6. Analyze the meaning of multiple meaning words when encountered while reading or listening.	

North Carolina EXTENDED CONTENT STANDARDS ELA CROSSWALK

LANGUAGE STANDARD 1 GRAMMAR CONTINUUM Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the grade band grammar continuum.

Skill	K-1	2-3	4-5	6-8	9-12
Nouns	Use frequently occurring nouns in writing or communication.	Use common nouns (e.g., mom, dad, boy, girl) in writing or communication.	Combine common nouns with verbs.	Use a wide range of nouns in writing or communication.	Use nouns that are appropriate to the context.
Pronouns		Use familiar personal pronouns (e.g., I, me, and you) in writing or communication.	Use frequently occurring pronouns to refer to self and others (e.g., we, they, him, her, them) in writing or communication.	Use possessive pronouns in writing or communication.	Use personal pronouns (e.g., he, she, they) correctly in writing or communication.
Verbs	Use familiar, frequently occuring verbs in writing or communication.	Use a range verbs in writing or communication.	Use regular past tense verbs.	Form and use the past tense of frequently occurring irregular verbs (e.g., went, sat, ate, told) in writing or communication.	Form and use the simple verb tenses (e.g., I walked, I walk, I will walk) in writing or communication.
Adjectives			Use familiar frequently occurring adjectives (e.g., big, hot, happy, sad) in writing or communication.	Use frequently occurring adjectives in writing or communication.	Use comparative and superlative adjectives to describe people or objects in writing or communication.
Prepositions		Use common prepositions (e.g., on, off, in, out) in writing or communication.			
Conjunctions				Use frequently occurring conjunctions, and, but, or, for, because, in writing or communication.	
Sentences	Use single words for a wide range of communication purposes.	Combine two or more words together in writing or communcation.	Link three or more words in writing or communication.	Produce complete simple sentences in writing or communication.	

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North Carolina EXTENDED CONTENT STANDARDS ELA CROSSWALK

LANGUAGE STANDARD 2 CONVENTION CONTINUUM Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the grade band conventions continuum.

Skill	K-1	2-3	4-5	6-8	9-12
Capitalization		Capitalize the first letter of own name.	Capitalize proper nouns.	Use capitalization when writing a sentence or question.	Use capitalization when writing proper nouns, sentences, or questions.
Punctuation	With guidance and support during shared writing, put a period at the end of a sentence.	During shared writing, indicate the need to add a period at the end of a sentence.	Use question marks at the end of written questions duting shared writing activities.	Use end punctuation when writing a sentence or question.	Use a comma and conjunction to combine two simple sentences.
Phonemic Awareness	Disciminate spoken words from one another.	Identify letters that represent sounds at the beginning of a word.	Identify letters that represent sounds at the end of a word.		
Spelling	Use letters to create words.	Accurately represent the sounds at the beginning and end of words when spelling.	Spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns.	Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns.	Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.
Refereneces		Consult print in the environment to support reading and spelling.		Use digital tools to check and correct spelling.	Use digital tools to check and correct spelling and punctuation.

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